



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 11861450  
SAU: Wiscasset School Department  
School: Wiscasset Primary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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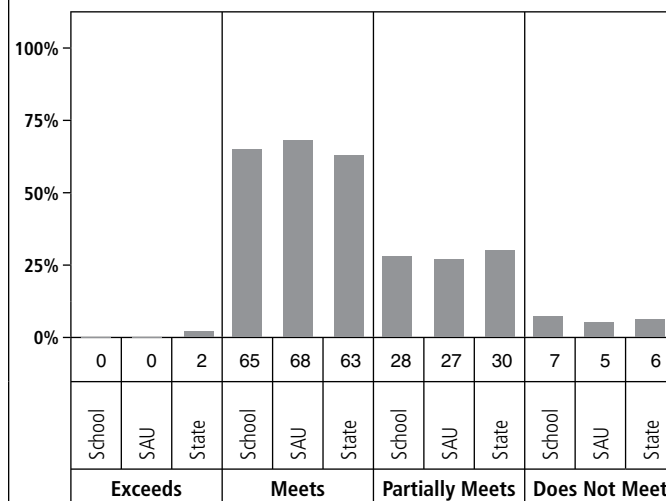
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: Wiscasset School Department  
School: Wiscasset Primary School

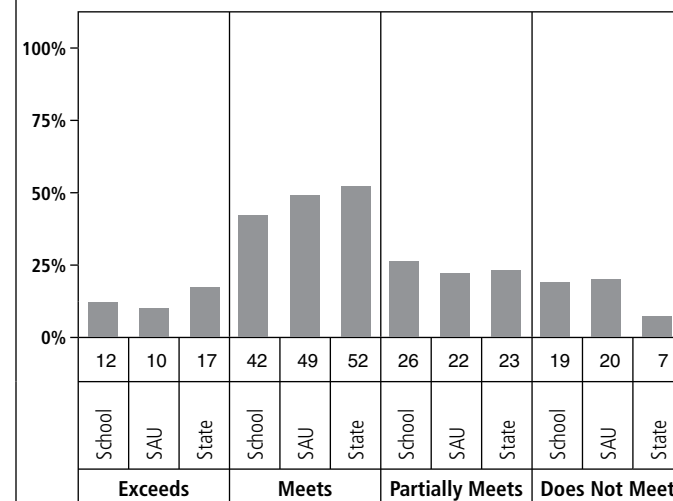
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	344	344	345
2007–2008	345	344	344
<b>2008–2009</b>	<b>343</b>	<b>343</b>	<b>345</b>
Cum. Avg.*	344	344	345
<b>Mathematics</b>			
2006–2007	344	343	347
2007–2008	348	348	347
<b>2008–2009</b>	<b>342</b>	<b>342</b>	<b>348</b>
Cum. Avg.*	345	345	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Wiscasset School Department  
School: Wiscasset Primary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	57	100	41	100	13763	100	57	100	41	100	13691	100	57	100	41	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	57	100	41	100	12846	93	57	100	41	100	12788	100	57	100	41	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	12	21	10	24	2414	18	12	100	10	100	2388	100	12	100	10	100	2388	100						
<b>Current LEP</b>	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
<b>Economically disadvantaged</b>	27	47	19	46	5887	43	27	100	19	100	5847	100	27	100	19	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	45	79	31	76	10316	75	45	79	31	76	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	2	1	3	83	1	1	2	1	3	83	1						
<b>Participation with accommodations</b>	12	21	10	24	3179	23	12	21	10	24	3152	23						
Identified disability (PET/IEP)	12	100	10	100	1757	55	12	100	10	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	8	1	10	63	2	1	8	1	10	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Wiscasset School Department  
School: Wiscasset Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	2	0	0	332	2
	2007-2008	0	0	0	0	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>
	Cum. Total*	1	1	0	0	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	27	59	20	59	8691	63
	2007-2008	38	70	31	70	8403	62
	<b>2008-2009</b>	<b>37</b>	<b>65</b>	<b>28</b>	<b>68</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	102	65	79	66	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	14	30	11	32	3781	27
	2007-2008	14	26	11	25	4018	30
	<b>2008-2009</b>	<b>16</b>	<b>28</b>	<b>11</b>	<b>27</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	44	28	33	28	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	4	9	3	9	1021	7
	2007-2008	2	4	2	5	938	7
	<b>2008-2009</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>748</b>	<b>6</b>
	Cum. Total*	10	6	7	6	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	27.4	59.6	27.6	60.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	19.6	61.3	19.8	61.9	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.8	55.7	7.7	55.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Wiscasset School Department  
 School: Wiscasset Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	0	0	37	65	16	28	4	7	343	41	0	68	27	5	343	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	57	0	0	37	65	16	28	4	7	343	41	0	68	27	5	343	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	4	33	7	58	1	8	336	10	0	40	60	0	340	2194	0	32	50	18	338
No	45	0	0	33	73	9	20	3	7	345	31	0	77	16	6	345	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										0						406	0	39	41	20	339
No	57	0	0	37	65	16	28	4	7	343	41	0	68	27	5	343	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	27	0	0	14	52	9	33	4	15	340	19	0	47	42	11	340	5721	1	52	39	9	342
No	30	0	0	23	77	7	23	0	0	346	22	0	86	14	0	346	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	57	0	0	37	65	16	28	4	7	343	41	0	68	27	5	343	13489	2	63	30	6	345
<b>Gender</b>																						
Female	23	0	0	16	70	6	26	1	4	345	15	0	80	13	7	345	6568	3	67	26	4	346
Male	34	0	0	21	62	10	29	3	9	342	26	0	62	35	4	343	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	29	0	0	11	38	15	52	3	10	340	21	0	43	48	10	340	2300	0	39	49	11	340
No	28	0	0	26	93	1	4	1	4	346	20	0	95	5	0	347	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	57	0	0	37	65	16	28	4	7	343	41	0	68	27	5	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Wiscasset School Department  
School: Wiscasset Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	3	100	0	0	0	0	345	5	0	100	0	0	347	5	1	44	39	16	340
B. less than one hour	73	0	0	26	65	11	28	3	8	343	70	0	71	25	4	344	80	2	66	28	4	345
C. one to two hours	15	0	0	6	75	2	25	0	0	344	18	0	71	29	0	343	13	2	61	32	6	344
D. more than two hours	7	0	0	0	0	3	75	1	25	336	8	0	0	67	33	334	3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	49	0	0	20	71	6	21	2	7	344	54	0	68	23	9	342	47	3	68	24	4	346
B. good	39	0	0	15	68	7	32	0	0	344	34	0	79	21	0	345	41	1	62	31	5	344
C. fair	9	0	0	2	40	2	40	1	20	334	10	0	50	50	0	342	9	0	51	41	8	342
D. poor	4	0	0	0	0	1	50	1	50	335	2	0	0	100	0	340	2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	21	0	0	8	67	4	33	0	0	346	20	0	63	38	0	343	31	3	63	28	6	345
B. They match some of what I have learned.	51	0	0	20	69	6	21	3	10	343	59	0	71	21	8	343	49	2	68	26	3	345
C. They match just a little of what I have learned.	14	0	0	5	63	3	38	0	0	343	12	0	60	40	0	343	14	1	53	39	7	342
D. There is no match.	14	0	0	4	50	3	38	1	13	337	10	0	75	25	0	344	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	18	0	0	2	20	5	50	3	30	333	17	0	29	57	14	337	18	1	50	38	11	342
B. about the same as my regular schoolwork	63	0	0	28	78	8	22	0	0	346	63	0	81	19	0	346	57	2	68	26	3	346
C. easier than my regular schoolwork	19	0	0	7	64	3	27	1	9	343	20	0	63	25	13	341	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	21	0	0	4	33	5	42	3	25	336	17	0	29	43	29	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	39	0	0	16	73	6	27	0	0	344	39	0	75	25	0	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	40	0	0	17	74	5	22	1	4	345	44	0	78	22	0	344	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	0	0	7	70	3	30	0	0	344	20	0	75	25	0	345	22	3	67	25	4	346
B. 20 minutes to an hour	54	0	0	24	77	7	23	0	0	346	51	0	81	19	0	345	46	2	68	26	4	346
C. less than 20 minutes	16	0	0	4	44	3	33	2	22	339	17	0	43	43	14	339	18	1	56	36	8	343
D. I rarely read at home.	12	0	0	2	29	3	43	2	29	334	12	0	40	40	20	340	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	22	0	0	3	25	8	67	1	8	337	18	0	29	71	0	341	29	1	56	36	7	343
B. six to ten pages	19	0	0	6	60	3	30	1	10	341	15	0	67	33	0	342	21	2	62	31	5	344
C. eleven or more pages	59	0	0	27	84	4	13	1	3	346	68	0	81	15	4	345	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	67	0	0	0	0	1	50	1	50	334	100	0	0	50	50	334						
B.	0										0											
C.	0										0											
D.	33	0	0	0	0	0	0	1	100	330	0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Wiscasset School Department  
School: Wiscasset Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	5	11	3	9	1985	14
	2007-2008	10	19	7	16	2277	17
	<b>2008-2009</b>	<b>7</b>	<b>12</b>	<b>4</b>	<b>10</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	22	14	14	12	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	20	43	15	44	6990	51
	2007-2008	27	50	24	55	6764	50
	<b>2008-2009</b>	<b>24</b>	<b>42</b>	<b>20</b>	<b>49</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	71	45	59	50	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	15	33	11	32	3673	27
	2007-2008	16	30	12	27	3504	26
	<b>2008-2009</b>	<b>15</b>	<b>26</b>	<b>9</b>	<b>22</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	46	29	32	27	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	6	13	5	15	1193	9
	2007-2008	1	2	1	2	1044	8
	<b>2008-2009</b>	<b>11</b>	<b>19</b>	<b>8</b>	<b>20</b>	<b>997</b>	<b>7</b>
	Cum. Total*	18	11	14	12	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	27.8	57.9	28.2	58.8	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	11.4	57.0	11.6	58.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.0	62.5	5.0	62.5	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.0	62.5	5.1	63.8	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	6.5	54.2	6.5	54.2	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Wiscasset School Department  
 School: Wiscasset Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	7	12	24	42	15	26	11	19	342	41	10	49	22	20	342	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	57	7	12	24	42	15	26	11	19	342	41	10	49	22	20	342	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	3	25	3	25	6	50	329	10	0	30	20	50	330	2204	6	36	36	22	338
No	45	7	16	21	47	12	27	5	11	346	31	13	55	23	10	347	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										0						412	7	37	35	21	339
No	57	7	12	24	42	15	26	11	19	342	41	10	49	22	20	342	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	27	2	7	10	37	6	22	9	33	338	19	5	37	21	37	336	5727	10	48	31	12	343
No	30	5	17	14	47	9	30	2	7	347	22	14	59	23	5	348	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	57	7	12	24	42	15	26	11	19	342	41	10	49	22	20	342	13501	17	52	23	7	348
<b>Gender</b>																						
Female	23	3	13	9	39	8	35	3	13	343	15	13	47	20	20	344	6568	16	52	24	8	348
Male	34	4	12	15	44	7	21	8	24	342	26	8	50	23	19	342	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	29	0	0	8	28	11	38	10	34	333	21	0	33	29	38	333	2300	4	43	39	14	340
No	28	7	25	16	57	4	14	1	4	352	20	20	65	15	0	352	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	57	7	12	24	42	15	26	11	19	342	41	10	49	22	20	342	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Wiscasset School Department  
School: Wiscasset Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	67	1	33	0	0	345	5	0	100	0	0	349	5	9	38	32	21	340
B. less than one hour	73	6	15	15	38	13	33	6	15	343	70	14	43	29	14	344	80	19	54	22	5	349
C. one to two hours	15	1	13	5	63	0	0	2	25	344	18	0	71	0	29	339	13	16	51	24	9	347
D. more than two hours	7	0	0	0	0	1	25	3	75	326	8	0	0	33	67	326	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	39	5	23	10	45	2	9	5	23	347	37	13	60	0	27	345	40	25	51	17	7	351
B. good	51	2	7	10	34	11	38	6	21	339	51	10	38	33	19	341	45	14	56	24	6	348
C. fair	7	0	0	3	75	1	25	0	0	343	7	0	67	33	0	343	12	7	49	34	10	343
D. poor	4	0	0	1	50	1	50	0	0	342	5	0	50	50	0	342	3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	25	1	7	6	43	5	36	2	14	342	29	8	50	25	17	343	38	23	52	19	5	351
B. They match some of what I have learned.	49	5	18	14	50	6	21	3	11	347	49	15	55	20	10	346	45	16	56	22	6	348
C. They match just a little of what I have learned.	12	1	14	1	14	3	43	2	29	336	7	0	0	33	67	326	12	10	45	33	12	343
D. There is no match.	14	0	0	3	38	1	13	4	50	333	15	0	50	17	33	338	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	29	1	6	3	19	5	31	7	44	332	28	0	27	27	45	330	17	8	45	34	13	342
B. about the same as my regular schoolwork	38	3	14	11	52	6	29	1	5	347	38	13	53	27	7	346	59	19	55	21	5	350
C. easier than my regular schoolwork	34	3	16	9	47	4	21	3	16	345	35	14	57	14	14	347	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	30	0	0	7	41	6	35	4	24	337	33	0	38	38	23	337	15	8	41	35	15	341
B. 30–45 minutes	30	3	18	5	29	4	24	5	29	340	33	15	38	23	23	342	29	16	54	23	6	348
C. 45–60 minutes	16	0	0	6	67	2	22	1	11	343	20	0	75	13	13	344	32	21	55	19	5	350
D. more than 60 minutes	23	4	31	5	38	3	23	1	8	351	15	33	50	0	17	352	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	9	0	0	1	20	1	20	3	60	330	8	0	33	0	67	330	6	6	33	39	23	337
B. two or three days a week	7	1	25	2	50	1	25	0	0	353	5	0	100	0	0	346	12	15	55	22	8	348
C. two or three times each month	36	5	25	9	45	2	10	4	20	346	38	20	47	13	20	344	26	20	56	19	5	350
D. never or almost never	48	1	4	12	44	11	41	3	11	341	50	5	50	35	10	344	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	37	0	0	11	52	6	29	4	19	340	34	0	64	21	14	342	37	14	51	27	9	346
B. two or three days a week	19	4	36	4	36	1	9	2	18	353	17	29	57	0	14	354	27	20	55	19	6	350
C. two or three times each month	16	1	11	5	56	2	22	1	11	343	15	17	50	17	17	344	19	22	53	19	6	350
D. never or almost never	28	2	13	4	25	6	38	4	25	338	34	7	29	36	29	336	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	67	0	0	1	50	0	0	1	50	332	100	0	50	0	50	332						
B.	0										0											
C.	0										0											
D.	33	0	0	0	0	0	0	1	100	322	0											